

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 3:10 <small>Place date stamp here</small> </div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Lockhart ISD	028-902		
Vendor ID #	ESC Region #	DUNS #	
1746001635	13	02-154-9639	
Mailing address		City	State ZIP Code
105 S. Colorado		Lockhart	TX 78644

Primary Contact

First name	M.I.	Last name	Title
Monica	L	Guillory	Executive Director of Innovation
Telephone #	Email address		FAX #
512-398-0000	Monica.guillory@lockhart.txed.net		512-398-0218

Secondary Contact

First name	M.I.	Last name	Title
Karla	G	Tate	Director of Community Education
Telephone #	Email address		FAX #
512-398-0000	Karla.tate@lockhart.txed.net		512-398-0293

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Susan	K	Bohn	Superintendent
Telephone #	Email address		FAX #
512-398-0000	Susan.bohn@lockhart.txed.net		512-398-0048

Signature (blue ink preferred)

Date signed

Susan K Bohn

3/29/16

Only the legally responsible party may sign this application.

701-16-102-128

Schedule #1—General Information (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lockhart Independent School District (ISD) is a public school district that has the hardest working staff, the most supportive families, and a community that rallies around all 5,378 students and their education. Located in Caldwell County, which has been identified as having the highest poverty rates in Central Texas, Lockhart ISD does not have a robust tax base. In addition to Lockhart, the district serves portions of outlying communities including McMahan, Delhi, Mustang Ridge, Fentress, Niederwald, Dale, Lytton Springs, and Maxwell. While the district's motto has been "100 Percent Success-Every Child-Every Time!," it has been difficult to ensure that each student receives as much instruction as he or she needs to master state and College & Career Readiness Standard requirements, as many of our students are identified as being at risk. Lockhart ISD is committed to providing every possible opportunity for every student to graduate college, career, and life ready. It is imperative we reach students who meet the state at-risk criteria, including those who are not meeting academic standards, students who are English Language Learners, low socio-economic, behaviorally, and attendance-challenged students. Many of these students need additional time to work with certified teachers on Texas Essential Knowledge and Skills objectives, additional time to utilize tangible resources, as well as enrichment activities that will permit them to reach the next level of academic achievement. Campus and district wide improvement plans all target increased student achievement, increased professional development, increased parent and community involvement, increased attendance, and increased use of effective technology as the key goals. Lockhart ISD's graduation rate holds at a solid 93.8%, which is above the state average. Our district has a 12% rate for Special Education students and 3% 504. Many of our students are bused from the outlying areas of our rural community, contributing to a 65% bus ridership. Lockhart has really struggled with meeting state averages on many of the standardized tests, including STAAR, End-of-Course, Advanced Placement, SAT, or ACT. LISD has 930 or 17.23% students who are Limited English Proficient. The district works diligently to ensure that bilingual and ESL supports are highly effective in meeting student needs. Lockhart ISD has had difficulty in supporting a comprehensive and aligned curriculum in years past, but with the arrival of new district leadership, the School Board recently purchased the TEKS Resource System as the curriculum. Lockhart ISD parents want to assist their students in their educational programs; however, because of their own work schedules, limited education, lack of financial means, resources, or limited English proficiency, they are challenged to provide much assistance to their students. Most Lockhart families are unable to pay for enrichment activities for their students, such as dance, gymnastics, music, or sports. Securing the 21st Century Community Learning Centers Program Grant would open many additional doors for our students, parents, staff, and community. It would offer more opportunities for students to expand their knowledge in an academic setting that is different than the normal instructional day. Small group instruction that is targeted at individual student needs, based on data, will certainly assist in students increasing their academic performance. Incorporating educational field trips connected to real-world experiences will also provide clarification and understanding to students. Enrichment programs will broaden student experiences, positively impacting their learning. These additional learning opportunities will include more beneficial resources that will help students make real-life connections that will lead to more academic successes. More adults would be involved with their learning which could assist in forming crucial relationships and mentorships. Our goals for the Lockhart ISD 21st Century After School Centers on Education Program include an immediate opportunity to complete homework assignments with the assistance of both certified teachers and district para-professional staff. We want to ensure not only will students complete their assignments, but they truly understand the concepts, and they have every opportunity possible to ask questions. After completing homework assignments, students will be provided a nutritious evening meal. Every day, Monday through Thursday, there will be a standard rotation of instruction in the areas of English Language Arts, writing, and mathematics. The students will all work with certified teachers on content areas of which they are in need of instruction in small groups of a 1:10 ratio. All of the primary campuses, junior high, and freshman campus will all utilize STAR 360 components including reading and math as resources to enhance student learning in those areas. In order to develop true excitement in the areas of reading and writing, programs such as Badgerdog and Spoken Word will be implemented. Students will also develop more refined reading skills through the use of a new leveled literacy library that consists of quality reading material.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TEKS-based outdoor enrichment will be included, taught by certified teachers. Teachers in this program will implement instructional technology daily in an effort to put students in charge of their own learning. Throughout the week, and on Fridays, students will participate in invaluable enrichment opportunities. Programs such as Robotics, LegoMindstorm, and Project Lead the Way will build students' technological, creative, and logistical growth. In addition to building and creating, we will ensure that students participate in competitions in which they can showcase their learning and talents in an arena outside of Lockhart. Cultural experiences, such as dance, Ballet Folklorico, and Mariachi, are also integral pieces of the Lockhart ISD ACE program. Guitar lessons will be another opportunity for students to learn about music appreciation and skill. We also know and appreciate the immense importance of art, choir, and music. We will implement programs that will help to develop the whole child through cross-curricular connections and experiences. Physical education, knowledge of exercise, nutrition, and sports are all components of a well-rounded education. The fundamentals of sports such as kickball, basketball, soccer, and volleyball will be taught as part of enrichment activities in the Lockhart ISD ACE Program. Implementing a low ropes course that can be utilized by all Lockhart ACE campuses will help our students develop trust within themselves, their abilities and others. In addition the Lockhart ACE program looks forward to providing thorough education and literacy programs that are geared towards parents to help them to better understand the process of teaching their children. Literacy programs are crucial in which parents will gain information on how to incorporate reading and other literacy activities into their home lives with their children. There will also be a large focus on language and bilingual literacy. Latino Family Literacy Project, math, science, reading, and social studies activity nights will also be frequent activities conducted in collaboration with our continuing education partner Austin Community College. The LISD School Board has received much information on the 21st Century ACE program and are hopeful in seeing the program materialize for Lockhart students and the community. They have committed support in any and every possible way. Superintendent Susan Bohn, Central Office personnel, and all campus administrators are also committed to providing ongoing support in ensuring that an LISD ACE program thrives and reaches every student who needs additional enrichment opportunities in order to be successful. All LISD staff members who facilitate the program will receive extensive training to ensure best practices that specifically target student needs. Staff development on the newly adopted district curriculum program, TEKS Resource System, will be implemented to most effectively provide teaching staff supplemental materials that enhance student instructional opportunities. Experts from the local educational service center will be contracted to come into LISD and provide these staff trainings. Attention will be paid to ensuring that every staff member has detailed knowledge on providing services to all participating students who are identified Special Education or 504 students. Additionally, professional development opportunities will be provided on the best practice Strategic Instructional Observational Protocol, which are ideal for meeting the needs of English Language Learners. Ongoing supplemental professional development will be facilitated on classroom management through the Restorative Discipline method by the local education service center. The LISD ACE Program Coordinator, Site Coordinators, and the Parent Engagement Specialist will constantly work together with campus and district administrators to ensure that targeted goals are being met. Throughout the process adjustments will be made as necessary. LISD is committed to ensuring that every dollar will be spent wisely on addressing student needs and conscientious spending of these grant-funded dollars. Through a collaboration on technical supports with our Regional Education Service Center, we plan to follow existing evaluation protocols, including those established through Requests for Qualifications requests. The selected entity will evaluate all components of the LISD ACE program for quality assurance purposes, including budget usage, staffing, numbers of participating students, as well as fidelity to the grant application specifics, timelines, and processes. The results of this process will lead to program modifications, deletions, or additions as deemed necessary, in an effort to ensure maximum successes for students and community. Information on the successes of the program will always be published for the information of the community.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 028-902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1136907.00	\$27006.00	\$1163913.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$103000.00	\$0	\$103000.00
Schedule #9	Supplies and Materials (6300)	6300	\$55000.00	\$500.00	\$55500.00
Schedule #10	Other Operating Costs (6400)	6400	\$138500.00	\$477900	\$143279.00
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1433407.00	\$32285.00	\$1465692.00
Percentage 2.355% indirect costs (see note):			N/A	\$34517.00	\$34517.00
Grand total of budgeted costs (add all entries in each column):			\$1433407.00	\$66802.00	\$1500209.00
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1500209.00
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75010.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 028-902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	0
2	Educational aide	0	0	0
3	Tutor	0	0	0
Program Management and Administration				
4	Project director (required)	1	0	\$80000.00
5	Site coordinator (required)	6	0	\$287520.00
6	Family engagement specialist (required)	1	0	\$53045.00
7	Secretary/administrative assistant	1	0	\$8320.00
8	Data entry clerk	0	0	0
9	Grant accountant/bookkeeper	0	0	0
10	Evaluator/evaluation specialist	0	0	0
Auxiliary				
11	Counselor	0	0	0
12	Social worker	0	0	0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	0
14	ESC coordinator/manager/supervisor	0	0	0
15	ESC support staff	0	0	0
16	ESC other	0	0	0
17	ESC other	0	0	0
18	ESC other	0	0	0
Other Employee Positions				
19	Title	0	0	0
20	Title	0	0	0
21	Title	0	0	0
22	Subtotal employee costs:			\$428885.00
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$513000.00
25	6121	Support staff extra-duty pay		\$80520.00
26	6140	Employee benefits		\$141508.00
27	61XX	Tuition remission (IHEs only)		\$0
28	Subtotal substitute, extra-duty, benefits costs			\$735028.00
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1163913.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 028-902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$103000.00
(Sum of lines a, b, and c) Grand total		\$103000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 028-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$55500
Grand total:		\$55500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 028-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$3579.00
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$10500.00
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$98921.00
Grand total:		\$113000.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 028-902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 5,378

Category	Number	Percentage	Category	Percentage
African American	233	4.4%	Attendance rate	95.1%
Hispanic	3735	69.8%	Annual dropout rate (Gr 9-12)	1.2%
White	1273	23.8%	Students taking the ACT and/or SAT	56.0%
Asian	16	0.3%	Average SAT score (number value, not a percentage)	1345
Economically disadvantaged	3757	70.2%	Average ACT score (number value, not a percentage)	19.2
Limited English proficient (LEP)	930	17.23%	Students classified as "at risk" per Texas Education Code §29.081(d)	55.6%
Disciplinary placements	145	2.6%		

Comments

Lockhart ISD demographic data is unique in that it is different than overall Texas averages. We have a greater Hispanic population at 69.8% as opposed to the state at 52%, a comparable white population of 28.9%, and a smaller African American population of 4.4%, as compared to Texas at 12.6%. Lockhart is a majority minority district. Seventy percent of our students are economically disadvantaged, and our outlying communities continue to see the results of gentrification issues. Students identified as "at-risk" make up the majority of all of our students, and we have a high student mobility rate. We have a significant number of students who are English Language Learners and that number continues to grow throughout any given school year. Our district has struggled with below average SAT and ACT scores for as long as data has been kept. We are proud of our techniques for keeping students in school, as our dropout rate is lower than the state average; however, we struggle with attendance. Somehow we have been unable to effectively reach 100% of our parents to engage them on the importance of coming to school. In addition, we have struggled in the area of disciplinary referral numbers. We have had a significant teacher turnover rate which has hurt us in the area of maintaining consistent classroom management effectiveness.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	9	2.7%	No degree	2.0	0.6%
Hispanic	82.6	24.7%	Bachelor's degree	254	75.8%
White	235.4	70.3%	Master's degree	78	23.3%
Asian	3.0	0.9%	Doctorate	1	0.3%
1-5 years exp.	90.5	27.0%	Avg. salary, 1-5 years exp.	46281	N/A
6-10 years exp.	87.2	26.0%	Avg. salary, 6-10 years exp.	47229	N/A
11-20 years exp.	84.9	25.3%	Avg. salary, 11-20 years exp.	49503	N/A
Over 20 years exp.	48.8	14.6%	Avg. salary, over 20 years exp.	56948	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	372	440	418	405	414	400	394	360	419	386	0	0	0	4008
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	372	440	418	405	414	400	394	360	419	386	0	0	0	4008

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Schedule #13—Needs Assessment

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the newly formed administrative team of Lockhart ISD in place, there have been numerous hard conversations held about the state of student achievement. For the past several months LISD has focused our attention to the state accountability system and how our students are performing. We are looking at the four indices and how we are scoring at each. We have had serious conversations about the fact that our students and staff work too hard to barely meet state standards. We have really worked hard to ensure that professional development opportunities are required and available to staff in order for them to improve their achievement levels. We have really been analyzing best practices from classroom management, to our district busing program, to the need for well-planned attendance zones, to bilingual education, Special Education and IEP implementations, and attendance incentive ideas in efforts to better address where our students are and how we can help them to grow. Conversations and plans are being held and implemented to address discrepancies between different sub-populations and why they are occurring. We have recently adopted a true curriculum program, TEKS Resource System, as well as the supports that will ensure fidelity of implementation. Each campus principal has been asked to sit with their staff and analyze every component of their campus report cards, system safeguards and ways to strategically target areas and individual students. The campus principals are also meeting regularly with Mrs. Bohn and Deputy Superintendent Kim Brents to review materials and to talk through next steps.

The administrative team, principals and Central Office administrators, of Lockhart ISD met initially to discuss the Cycle 9, 21st Century grant program, its goals, requirements, and the expectations for grant application. The administrators were able to ask any questions that they had in an effort to better understand their role. District Superintendent Susan Bohn was able to provide information on targeted student needs in Lockhart ISD and why this grant opportunity is the beginning of a long-term climate and attitude of student opportunities and success. The team was able to talk through ideas on how best to serve and offer enrichment and tutorial opportunities to students. We spoke of the need to push our community deeply into the realm of college, career, and life readiness. At the conclusion of this meeting our team felt strongly that we were ready to bring into the conversation a representative group of community members, business people, parents, and others who are interested in helping to better the educational opportunities that occur in Lockhart ISD.

One week later the LISD Community Advisory Council on 21st Century After School Centers on Education met and discussed student needs in LISD and community desires. The committee provided ideas and offered continued support to LISD. As the grant program continues to unfold for our students, we will continue to meet to discuss and assess the components of the program.

The campus principals and other administrators pulled all student names who fit at-risk indicators, low socio-economic, receive Tier 2 and 3 services, have failed state- or local-mandated tests, have attendance concerns, and who are English Language Learners. These are the students who will be strategically targeted for additional instruction and enrichment in the Lockhart ISD ACE 21st Century Grant program. We are really excited, as this venue will give us the additional time and resources that we need to help propel each one of these students to their true potential.

We must more effectively strategize to meet the challenges that we have had with below state averages in nearly every accountability category that the state analyzes. LISD students have scored below averages in all of the STAAR test areas, including math, science, reading, writing, and social studies. End-of-Course performance has been below state average in all areas, except for algebra. Bilingual/ESL scores are also below average, and Special Education scores have been assigned a "Needs Improvement" requirement. In addition we must work diligently to stop coming up short when it comes to ACT and SAT scores.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Objective 1: 80% of all students will pass all sections of STAAR/EOC testing at all campuses by the end of the 2018-2019 school year</p>	<ul style="list-style-type: none"> • Focused, TEKS-aligned, connected to daily instruction, quality instruction in all content areas, including math, science, English, & social studies • Assistance in completing homework • Additional instruction on math science, English, and social studies during summer & after school hours • Opportunities for enrichment and instruction through the use of technology-based programs/activities • Opportunities for campus extended use hours in the library and computer labs, before & after school • Innovative opportunities for reading & writing instruction
2.	<p>Objective 2: Attendance percentages for LISD & each LISD campus will increase to 97% by the end of the 2018-2019 school year as reported in PEIMS</p>	<ul style="list-style-type: none"> • Family engagement activities centered on relationship between school attendance and academic achievement • Providing high-interest activities that motivate students to attend school • Creative field trips, guest speakers, & innovative hands-on engagement activities • Collaboration & coordination of Student Support Teams & RII facilitators
3.	<p>Objective 3: Number of behavioral referrals for LISD and each campus will decrease by 10% as measured PEIMS by the end of 2018-2019 school year</p>	<ul style="list-style-type: none"> • Increasing student interest in provided enrichment activities/student voice/family engagement • Increased use of CIS to address student social-emotional well-being & counseling needs • Continued implementation of Restorative Discipline
4.	<p>Objective 4: Grade promotion & graduation rates will increase and hold steady at 99% by the end of May 2019</p>	<ul style="list-style-type: none"> • Collaboration of Student Support Teams and 21st Century grant personnel • Remediation/Re-teaching opportunities for students who have been unsuccessful on some component of STAAR/End of Course exams • Partnership between Austin Community College & LISD/College awareness and career goals and events • Parent engagement opportunities on college/trade/technical/military facilities • Offer sessions for students and parents on skills
5.	<p>Objective 5: Parent involvement will increase by 50% by the end of the 2018-2019 school year</p>	<ul style="list-style-type: none"> • LISD & ACC partnership will host parent & community education events • Literacy events that model activities that benefit students academically • Career development activities/college readiness

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Schedule #14—Management Plan

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree in Education or Curriculum & Instruction required, as well as teacher certification(s); Master's Degree in Educational Administration, preferred; Project Director must have at least 5 years' experience in teaching, and some experience as an educational leader, i.e. Department Chair, Team Leader, Director, etc. Must have budget experience
2.	Site Coordinator(s)	Bachelor's degree in Education, with teacher certification(s); Must have at least 3 years teaching experience
3.	Family Engagement Specialist	Bachelor's degree in education or related field; Experience working with parents and community preferred; At least 3-5 years' experience
4.	Grant Management Secretary	High School Diploma, with verifiable secretarial experience; Organizational management

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire relevant staff	1. Post key positions of ACE program	06/06/2016	06/21/2016
		2. Post 6 Site Coordinator positions & hire	06/13/2016	06/27/2016
		3. Post Teacher and Tutor positions & hire	06/13/2016	08/12/2016
		4. Meetings with District Admin & newly hired staff	07/11/2016	09/02/2016
		5. Make contact with Enrichment Program Facilitators,	07/19/2016	08/05/2016
2.	Identification & Notification of all Targeted LISD Students	1. Student support meetings	08/10/2016	08/12/2016
		2. Notices mailed out	08/11/2016	08/12/2016
		3. Phone calls made	08/11/2016	08/12/2016
		4. Transportation plans established	08/11/2016	09/02/2016
		5. Finalize all hires & establish plans	08/02/2016	08/19/2016
3.	Start of LISD 21 st Century Grant ACE Program	1. First Day of ACE Program	09/06/2016	09/06/2016
		2. Meeting of staff	09/07/2016	09/07/2016
		3. Ongoing meetings with ACE staff & LISD	09/07/2016	06/05/2017
		4. Consult with ACC partner to set family dates	08/19/2016	09/06/2016
		5. Maintain documentation of all events/activities	08/02/2016	06/30/2017
4.	Ongoing Family Engagement Activities	1. Publicize dates for family activities	09/06/2016	05/20/2017
		2. Host Literacy Nights throughout year	09/12/2016	05/19/2017
		3. Participate in Back to School and Open House	09/12/2016	10/07/2016
		4. Coordinate Family Engagement Activities with Staff	08/19/2016	06/30/2017
		5. Establish conversations with families	08/02/2016	06/30/2017
5.	Ensure Connection to School Day Activities	1. Site Coordinators will serve on RtI/student support	08/19/201	05/31/2017
		2. Site Coordinators/Project Director	08/02/2016	06/30/2017
		3. ACE staff will attend PD on TEKS Resource SYS.	08/16/2016	05/31/2017
		4. ACE staff will attend Restorative Discipline PD	08/16/2016	05/31/2017
		5. Professional development events bi-weekly	08/16/2016	06/30/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lockhart ISD School Board has requested constant feedback on ensuring progress towards the goals set by them, the District Advisory Council, and Campus Improvement Teams are being met. All of these entities have utilized information from Texas Education Agency's state accountability data as the basis of all goals that have been set in LISD. Campuses now utilize an online Campus Improvement Plan 4 Learning program that tracks and monitors student data as a method of achieving goals.

LISD campuses use standardized testing data to set tangible goals of what areas are targeted for growth. Teachers, counselors, parents, students, and administrators work together in student support meetings to set individualized plans for students, focused on Tier 2 and 3 interventions. These can be in the area of desired academic growth, attendance improvements, behavior improvements, language acquisition, or others. Staffings are held regularly to examine student growth or areas needing additional or modified attention. Formative assessments that are locally developed or purchased, as well as others such as TPRI and TELPAS are typically the means by which student achievement are measured, as well as in determining which staff members are in need of additional instructional professional development. After students are assessed, student support teams meet and discuss methods to provide additional instructional opportunities to students. Parents are included in this process and dialogues ensue to formulate a plan with logistical specifics, transportation, days, hours, etc. Administrators work monthly, and whenever needed, with LISD Central Office personnel in Curriculum and Instruction to plan and strategize how to best serve students.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lockhart ISD has provided tutorial remediation programs to identified students for many years. LISD hosts individual parent-teacher-student-counselor-administrator staffings regularly to ensure every student has a specific success plan. At the start of every school year, LISD hosts a huge community-wide rally to build excitement for the coming school year. At the secondary level, there is the SH130 Advanced Placement grant that is currently in its fifth and final year. This grant allows the school district to educate and recruit students to taking advanced courses and receive monetary incentives for doing so. Secondary campuses have also begun doing community meetings in addition to Open Houses because many of the families that live in outlying areas face difficulty in coming into town.

With the addition of the 21st Century ACE grant award, we are going to work diligently to build on the efforts that are currently in place. Through the dollars, we will branch out to students in kindergarten through ninth grade to really target areas where student growth is needed. We will provide more innovative methods to engage students in instruction. We will also provide more focused professional development to staff in an effort to target the objectives that students struggle with and learn how to effectively utilize supplemental materials through our TEKS Resource System curriculum. Consultants will be brought in to help us to ensure maximum effectiveness for students.

Through our newly formed partnership with Austin Community College, we will be able to really reach out to parents and show we are truly a community that wants not only to educationally assist students, but also parents. While we will target the importance of literacy, we will also educate parents on certification programs that can assist them to be able to better provide for their families. Through these programs, we will work to add the Carver Public Library, WorkForce Solutions, the Chamber of Commerce, and other community entities into this LISD endeavor.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Phase 1: Planning and Preparing	1.	Establish advisory committee (district, campus, and community)
		2.	Select an independent evaluator
		3.	Discuss and learn the evaluation process
2.	Phase 2: Creating Plan	1.	Create components of program
		2.	Determine plan for evaluation
		3.	Establish which data will be used
3.	Phase 3: Implementing the Plan	1.	Decide what evaluation will determine
		2.	Maintain effective means of collecting and storing all data
		3.	Analyze collected data
4.	Phase 4: Report Collected Data	1.	Program Director & personnel review collected data
		2.	LISD internal data review
		3.	Complete finished data report
5.	Phase 5: Sharing of Results and Next Steps	1.	Present results to advisory committee
		2.	Discuss results
		3.	Provide all data to TEA using specified methods

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Collected Data: District, Campus and Student Level Data: Needs Assessment and Goal Data, PEIMS information, Student Demographic Data, Daily Attendance, Campus Report Card Information, Student Report cards and all assessment results, all discipline reports and referral numbers, campus attendance data, Teacher Survey information, Campus and District Improvement Plan Data, Campus/District Enrollment Data, TAPR and STAAR/EOC data, Parent Information

The Evaluation of LISD 21st Century ACE Program will be conducted by a vetted independent evaluator with a proven track record of successfully completed evaluations. The assistance of ESC 13 will be sought in an effort to ensure companies success in past evaluations of 21st Century programs. There will be quarterly visits from the evaluator in which the program components will be reviewed and documented through oral and written means. This feedback will be provided to the Advisory Council in an effort to make adjustments and modifications when and if necessary. The evaluator will complete formative and summative reviews through the grant period using methods outlined in the PRIME Blueprint that was established for ACE programs. This will assess whether the actual program is meeting the needs of students set forth by the program goals that were established by the Advisory Council, and whether or not the items listed in the needs assessment are being targeted. The evaluator will use formal and informal means to determine the effectiveness of the program, including staff input and surveys that will target students and parents. Qualitative and quantitative data will be analyzed to determine whether or not the ACE program is assisting students to perform better overall and independently on benchmarks and state mandated assessments. The evaluation will also audit spending reports and other data to assess effectiveness of program. The purpose of the evaluation process is to constantly have feedback that will help in making adjustments where needed to ensure that the program is meeting maximum effectiveness and constant improvement strides. Student achievement gains are crucial, as are increased student attendance, decreasing student discipline issues, and parental involvement. Constant feedback will be provided to the Advisory Council to ensure their ability to provide input on improvement methods. The Project Director will provide monthly updates to district and campus leadership and the Advisory Committee on the progress of the program. The results of the project will also be publicized by all of the means that are traditionally used, including the *Lockhart Post Register*, campus and district websites, Twitter links, Facebook pages, and the automated email/text message Skyward system. All efforts will be made in timely manners with non-negotiable fidelity.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities: Lockhart ISD ACE Program has been planned in a manner that ensures maximum instructional effectiveness through the use of intense supplemental instruction specifically derived with best practices in mind, and goal-driven enrichment activities targeted at the goals set forth through district and campus needs assessments. All students participating in the program are those most in need of academic assistance. Every activity will last a minimum of 45 minutes per session and will be offered 15 hours per week during the school year, before and after school, and for 20 hours during the six week-long summer program. Each offered activity was determined based on district and campus level data, community and administrative input, as well as on student interests. Every innovative, creative activity will be hosted in the comfort and safety of LISD schools, with enriching field trips, and connected to regular school day activities, all based on TEKS requirements. Research-Based Academic Instruction: Students will receive small group, certified-teacher instruction on the TEKS objectives that they have not yet mastered. Instruction will be in small groups (1:10 or 1:8) and will include research-based proven effective TEKS Resource System supplemental materials in the four core academic areas, SMART goals, and will incorporate much technology. Research-Based Enrichment activities are devised based on campus and district goals and are very hands-on and creative in nature in an effort to really get students excited and motivated in school! These activities will include character building, team building, social-emotional counseling integration, and fun! These activities will be facilitated in groups of 1:12 to 1:15. Best practices will be included in allowing students to have a voice in the topics and activities, as well as the parents through the Family Engagement component of this program. Counseling will be provided to students, one-on-one and in small group, through the LISD partnership with Communities in Schools (CIS) and Hays-Caldwell Council on Alcohol & Drug Abuse Prevention to assist students in making good choices and helping them to cope with things that happen in their lives. LISD's use of Restorative Discipline will continue to ensure successful classroom group management. Research-Based Post-Secondary Readiness activities will be found as underlying tones throughout the LISD ACE Program. Frequent conversations and lessons on career pathways and post-secondary life will be implemented. Field trips to local colleges and trade and technical schools will be regular happenings, as well as bringing in former students and guest speakers. Research-Based Family Engagement activities will provide a wealth of support to the families of ACE participants. Through the Family Engagement Specialist (FES) and our partnership with ACC, literacy activities will be ever-present as will modeling for parents on how to best help students to be successful academically. Families will learn about several programs that are available to help them and their families. Transportation: STS buses will provide transportation for students to and from ACE Programs.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lockhart ISD has a known reputation for being transparent about things that are happening within the schools. Upon notification of grant award, we would notify the members of the Lockhart ISD School Board, who have proven themselves to be the district's best cheerleaders and advocates. They would work to broadcast to their constituents the amazing things that are available to our students and community through the ACE program. All communication items that are delivered to the Board are also recorded and immediately placed for review upon the LISD website. We are proud of our close relationship with the editorial board of the *Lockhart Post Register*, with whom we constantly partner with to disseminate information to our community. LISD would work with the staff of the Post Register to include information on each ACE Center, the included programs, timelines bus routes, and benefits involved with participation. The LISD technology team does a great job of updating district and campus websites daily, which would include program information. Tweets on Twitter and a message on the Lockhart ISD Facebook page would occur immediately. Campuses would also send out information by paper copy through the mail and in elementary student weekly folders, both in English and Spanish, throughout the year of the programs available to students and families. Perhaps our best communication methods involve text messages, emails, and automated calls that are delivered to each family, at their preferred email address or phone number, in both English and in Spanish. Through the SkyLert messaging system, all families will receive notices of relevant ACE information.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities chosen for the Lockhart ISD ACE program were specifically chosen because of data-driven identified needs. LISD students have struggled with many below state average scores on the STAAR tests, grades 3-8, End of Course exams at the high school level, as well as with college entrance exams such as the SAT, ACT, TSI, among others. Because increased achievement on all of these assessments is a goal of the entire district, the leadership committee of LISD chose to ensure that every student targeted to attend the program participate in additional instruction in the areas of English/Language Arts/Reading and mathematics on Monday through Thursday. Each lesson conducted in the after school program will target a particular objective that students have shown difficulty in mastering. As students take part in additional instruction, we will work to make learning even more engaging through meeting the district and campus goal of implementing as much valuable use of technology as possible. All students who attend will be monitored throughout participation, including achievement levels on locally developed assessments at the start of the program in September and periodically during the months of the program.

Having the parents of the most at-risk students participate in the ACE program family engagement piece will assist students in focusing on the things they need to do in order to be successful in school. Providing a venue to better educate families will help student achievement.

Increased attendance, increased use of quality technology use, and improved student behavior are also goals that LISD has set as part of the district improvement plan. Through the excitement surrounding the enrichment components of the ACE program, all of those goals will be highlighted. Each one of these goals will also assist in helping LISD to achieve increased student achievement. When students are present, they are in class learning. Tradition has shown that in LISD typically students who are struggling academically are the ones who have poor attendance.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Federal Meal Program will continue to benefit LISD through the ACE program. Students who attend ACE programs, will be provided reimbursable meals throughout the calendar year. Students will be provided a nutritious dinner program meal each evening of the ACE program, Monday through Friday, and during the summer ACE program students will receive a free breakfast and a lunch.

Interested parents and families will continue to benefit from GED courses and English classes through the LISD Community Education program, and will be given credit for attendance. Both of these opportunities have been provided in LISD for many years. Students will also be able to participate in ongoing Community Education programs such as volleyball, basketball, karate, and swimming. These programs have also been available in Lockhart for many years.

Coordinated efforts will also be made in working with public library, Baker Theater, the *Lockhart Post Register*, and with the Lockhart Animal Shelter. As increased literacy among students and their families is a focus throughout LISD, visits to the public library will become a common activity. As we hope to tap into the creative side of students through some of the ACE enrichment programs, we will reach out for every available opportunity to visit and learn from the Baker Theater staff and perhaps a student guest column in the *Lockhart Post Register*.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

i. Need Based Design: In February 2016, the LISD administrative staff and a Community Advisory Council completed a needs assessment of what academic areas are in need of being targeted in an effort to help students to be successful at mastering state mandated TEKS. Special attention was given to ensuring that District goals set forth by the school board, district improvement plan, and campus improvement plans were all considered. The data that was evaluated included Texas Education Agency state, district, and campus accountability data, including campus report cards, TAPR reports, and PEIMS submissions. LISD "Met Standard" under the TEA accountability system, but our student achievement lags behind that of the state in nearly every area. LISD stakeholders are especially concerned with Index 3 of the system, which analyzes the rate at which certain groups of students consistently score below others. It is an urgent need that we not only address the goal of improved student achievement, but also figure out why there continues to be an apparent gap in achievement. Students who are most in academic need are those selected for participation in ACE.

ii. Performance Measurement: LISD ACE programs are based upon the district and campus goals, mastery of state mandated TEKS, and the measures included in the state accountability system, coupled with highly engaging enrichment programs that students will be excited about. LISD targeted outcomes for all students who regularly attend the ACE program are:

- ✓ Academic Performance: 85% of regularly participating ACE students will show academic improvement during the first year, as seen in test scores, attendance, and class participation.
- ✓ Attendance: 90% of ACE students targeted because of poor attendance will show improvement during the first year, as demonstrated by PEIMS attendance reports and ACE program attendance logs.
- ✓ Behavior: 80% of ACE students targeted for behavior interventions will show improvement during the first year, as demonstrated on PEIMS discipline submissions.
- ✓ Promotion Rates: 85% of ACE students will promote to the next grade upon completing year 1, as reflected on student report cards, teacher assessments, and student state testing data.
- ✓ Graduation Rates: 75% of ACE students will show improvement on the path to graduation during year 1, as demonstrated by teacher assessment, student grades, and skill development.

iii. Researched Based: Scientifically based research supports the LISD ACE activities to help students achieve academic growth and success in meeting standards: TEKS Resource System (TCMPC, 2016) which is aligned to the TEKS; Small group instruction and tutoring by certified teachers (National Dropout Prevention Center, 2005); Parent Involvement (Jane Hull, 2010); Dropout Prevention Strategies (Chappell, S., O'Connor, P., Withington, C., & Stegelin, D., 2015); SIOP Method for ELL (Center for Applied Linguistics, 2016); Restorative Discipline (ESC 13, 2015).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

LISD and Austin Community College (ACC) have entered into a family engagement partnership for the 21st Century, ACE Program, and Cycle 9. ACC has a long-standing, successful relationship with LISD in the area of House Bill 5 assessments, articulated courses, and dual credit programs, but this will be the first partnership in filing an application for this grant program. ACC will work in collaboration with the LISD Family Engagement Specialist in providing services to parents in the area of family literacy and education for parents on available opportunities.

ACC students who are working on their alternative teaching certification at ACC will work LISD family engagement literacy events and will work to model and explain best practice literacy activities for parents to use with their students. The activities will be diverse in nature and will be easy for parents to use with their children regardless of education level or language. Parents will always leave the event with reading materials for their children, activities to go along with them, and clear understanding on how to use the materials. Throughout the literacy activities, parents are encouraged to ask questions and request more modeling on how to complete activities.

We are also incredibly excited about educating parents on opportunities at ACC that they could qualify for in the area of certification programs and financial aid opportunities. Many of the certification programs that ACC has available are brief courses from five-weeks on, and conclude with a certification in a field of high need.

Priority Points: ACC and LISD have signed a Memorandum of Understanding for Cycle 9 (see Attachment A), that commits them to ensuring a quality education piece for all parents.

Diverse Community Partners: LISD is very excited about the number of community-organization partners and opportunities that consistently work for the benefit of students and parents:

- GED classes through Community Education
- ESL courses through Community Education
- Service-learning and other volunteer opportunities for students and families through Lockhart Animal Shelter
- Literacy events through the public library
- Hays-Caldwell Council on Alcohol & Drug Abuse Prevention
- Communities in Schools (CIS)
- Bluebonnet Trails MHMR
- Lockhart Chamber of Commerce
- Boys and Girls Club
- Ongoing collaborative partnership with ESC 13
- Lockhart Police Department and LISD School Resource Officer
- *Lockhart Post Register*

Students and families participating in ACC will become involved in community events that they may not have otherwise had access to or have been aware of. They will gain a wealth of information and insight on all that is available to them.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In February 2016, LISD Central Office and campus administrators, as well as a community advisory council conducted a needs assessment of student and community needs based on Texas Education Agency accountability data, including campus report cards, TAPR data, and PEIMS submission reports. Data from these documents show that while LISD "Met Standard" under the accountability system, we were below the state average in nearly every identified area. LISD has also struggled with below average student attendance, and above average numbers of discipline referrals. In the areas of Special Education and ELL there is significant need for interventions. LISD has also struggled to engage parents into the schools. In previous years, there have been campuses with "Improvement Required" ratings and that landed on the "Worst Schools" list. LISD has recently completed intensive demographic studies on our continued growth and have learned that the school districts most outlying of areas continue to see rapid growth of population development with very high numbers of students who are ELL. Many of these families are new arrivals to America or who have been victims of gentrification from big cities such as Austin or San Antonio. Many are low-income, blue collar families who simply cannot afford to provide any additional academic or extra-curricular activities for their children.

LISD stakeholders, along with our ACC partners and support from ESC 13 Education Service Center, worked to follow the PRIME Blueprint of best practices to determine Logic Models for campuses as well as Family Engagement components. These are the results of those efforts:

High Level of Academic Challenges:

LISD campuses will provide the space necessary to house ACE programs before and after school, and during the summer program. The LISD curriculum department and campuses will provide curriculum which is supplemental TEKS Resource System materials to the certified teachers that will facilitate the program. All instruction that occurs will be completely aligned with school day lessons and objectives which are TEKS focused. Homework help will be student-directed based on level of assistance and support that students need. Schools will provide necessary technology to assist and ensure students' mastery of skills. Students and families will have access to the library and computers as needed. The Family Engagement Specialist will plan and facilitate hands-on, educational opportunities for families in the area of literacy, so as to help parents learn how best to work with their children.

Increasing Numbers of Behavior Referrals:

Students will be served by LISD counselors as needed, as well as by Communities in Schools (CIS) counselors. The curriculum used during the school day is the same materials that will be used as needed in the ACE program. Hays-Caldwell Council on Alcohol and Drug Abuse Prevention specialist will also be used as a resource whenever necessary. Bluebonnet Trails MHMR, a mental health provider, will serve any student and families needing services. The Family Engagement Specialist will also work with parents on understanding student behaviors and how best to work with and build relationships with their children.

High Levels of Poverty:

LISD currently provides a free breakfast to every student, and the majority of all students receive a free or reduced cost lunch. Food service will continue to provide breakfast to students who take part in the ACE morning tutorials, instruction, and enrichment programs, as well as a dinner meal in the after school program. LISD already offers the free summer meal program for students, 0-18, at most campuses, and will continue to do so. LISD ACE partners will work to ensure students and families are aware of available services through ACC, Hays-Caldwell Council on Alcohol & Drug Abuse Prevention, Bluebonnet MHMR, WorkForce Solutions, and other entities. They will always be aware of college readiness opportunities such as FAFSA processes, college visits, college applications, and other such information.

Lack of Parent Engagement in School: The Family Engagement Specialist (FES) will work with all campus Parent-Teacher Organizations to formulate and implement plans on how to get parents participating in their children's education. Frequent conversations, home visits, ensuring that materials are in English and Spanish, will all be regular components of LISD ACE program. The FES will work diligently to model for parents best practice activities that will help them to help their children.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD ACE program will implement the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs that was created in 2015 by TXPOST and the Texas ACE Blueprint (2016) for the structure of the proposed ACE programs. The associated documents and assessment materials for OST programs serve to guide districts and other entities through the planning process for this proposal and are based on national best practice data. LISD implements the Texas Curriculum Management Program Cooperative (TCMPC) TEKS Resource System (Bateman, M., 2016) materials with fidelity in the instructional small-group tutorials daily. The TCMPC is a shared service agreement between the 20 Education Service Centers (ESCs) of Texas, which provides content and support. This system is all inclusive with an assessment bank and content specific resources aligned to TEKS in ELA and reading, Spanish Language Arts, math, science, social studies, and the translations of all areas. Effective small group instruction will be implemented using Strategic Instructional Observation Protocol (SIOP) methods (Center for Applied Linguistics, 2016) in an effort to best serve students, with Restorative Discipline as the norm of maintaining classroom management. National Dropout Prevention Strategies developed by Chappell, O'Connor, Withington, and Stegeline (2015) will be utilized in an effort to keep students engaged beginning in kindergarten. Family Engagement: The FES will plan activities that use The Dual Capacity Building Framework for Family-School Partnerships created by SEDL and the US Department of Education, which ensures birth-to-career educational partnerships between home and school. By encouraging and welcoming parents to participate in their child's education, we will create engagement opportunities that they will become excited about. We will not only model and teach them methods to work with their children and provide them materials to use, but we teach them about programs and resources that will benefit them. Targeted initiatives will be: 1. Linked to Learning: Activities will be aligned with district and campus goals that are connected to students. 2. Relational: Developing trust-worthy relationships between home and school. 3. Developmental: Focused on developing intellectual, social, and human capital of all participants engaged in the program. 4. Collective/Collaborative: Learning is conducted in group versus isolation and develops a sense of family and community. 5. Interactive: Participants are guided through learning new things. All skills and interactions are modeled with hands-on direction so that participants can leave the program with tangible skills to practice.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD ACE programs plan to use parent, community, and high school volunteers regularly to enhance programs. Family members will be recruited from the time notice of grant award occurs. Teacher assistance in completing hands-on projects, classroom preparation, copying, collecting lesson materials, and field trip chaperoning are some of the activities that will require volunteers. Site coordinators and the program director will work to bring in retired teacher volunteers, as well as United States Veterans, community members, politicians, and business owners.

On occasion, volunteers may host a portion of a lesson. For example, someone from the Texas Department of Parks and Wildlife may facilitate a lesson on how to fish. Bringing people in from the community will help students get a clearer picture on what life outside of school is like. Perhaps these opportunities may play a role in young students beginning to think about things that may interest them in the future, and possibly encourage them to seek more information on a particular career pathway.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Before filing this grant application, LISD provided information to a community advisory council on this project. District administrators also made a presentation to the LISD Board of Trustees. Many ideas and thoughts were shared by all stakeholders.

Identified Year 1 Strategies:

- Establish program activities at six participating centers.
- Ensure fidelity and consistency in maintaining records and data.
- Allow for campus-specific goals at each center in an effort to maintain future sustainability.
- Ensure that ACE staff receive all the professional development they need to ensure maximum effectiveness.
- Ensure collaboration between Program Director, District Administrators, Campus Administrators, FES, Site Coordinators, and Parent Groups.
- Demonstrate progress towards meeting student goals.
- Enlist the aid of the Lockhart Post Register to publicize the program.
- Engage the community in providing support for the ACE program through educating everyone on why it is important

Year 2-3 Strategies:

- Continue All Year 1 Strategies, modifying as needed.
- Provide monthly training for all ACE staff.
- Share Year 1 and data outcomes with all stakeholders.
- Increase number of program volunteers by 25% from Year 1.
- Celebrate successes publicly.

Year 4-5 Strategies:

- Continue strategies from previous years, modifying as needed.
- Continue identifying other possible partners.
- Identify processes for sustaining program after end of grant cycle period.
- Continue locating sources that may contribute to the sustainability of the program after funding period.
- Celebrate successes publicly.
- Increase volunteers by 50% from Year 1

Year 6 and Beyond Strategies

- Continue strategies from previous years, modifying as needed.
- Plan possible sliding scale fee-based structure for each center for following years.
- Develop plan for coordinating volunteers that continue to participate, for maximum efficiency.
- Continue to publicity plan through use of social media, websites, and the *Lockhart Post Register*.

Priority Points

The entire LISD Board of Trustees is 100% behind the LISD ACE Program and every single member has provided a signed letter of support. Please find the attached rosters from each partner school district's governing board and the signed letters of support (Attachment B).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LISD team of School Board Trustees, Central Office Administrators, Campus Administrators, and a Community Advisory Council have assembled to ensure a successful implementation of this program into LISD schools. It is imperative to everyone that our students are provided with the best possible opportunities to succeed in their education. It is quite apparent that there are no biases as we move forward towards successfully reaching our neediest of students. We have committed to an open dialogue that will ensure the most effective of programs possible. Stakeholders will be involved regularly with decision-making and planning for improvement throughout the process. Community meetings and open houses will be planned to ensure that everyone has information and the opportunity to provide input. All of our community and business partners will have a role in receiving data and information and for providing feedback, including, ACC, Hays-Caldwell Council on Alcohol and Drug Abuse Prevention, CIS, ESC 13 as our service provider, WorkForce Solutions, Bluebonnet MHMR, the Lockhart Animal Shelter, Lockhart Police Department and School Resource Officer (SRO), public library, as well as any new partners that we gain.

Each campus will also formulate a Community Afterschool Task Force (CATF), made up of teachers, parents, community members, and administrators. The CATF will provide feedback on the program and discuss specific campus improvements. LISD will share updates regularly with ACC to illicit input on family engagement strategies that will benefit students and parents. LISD will host a council of Community Afterschool Task Force members twice per school year. Representatives from each CATF will come to learn about overall project progression toward goals and give feedback to the Project Director, Family Engagement Specialist, and Site Coordinators.

LISD will work as partners with the Lockhart Post Register to ensure that there are frequent information articles and updates in the community newspaper. We will publish information regularly to all district and campus websites, Twitter feeds, the LISD Facebook Pages, and the Lockhart Community Facebook pages. Information will also be distributed via the SkyLert automated message system via text message or automated dialer. LISD has developed a relationship with KEYE News in the Austin Area, and will reach out to them to also share the program successes in Lockhart. Printed information will also be sent home with students. It is also really important to note that all information that LISD releases is communicated in English and in Spanish.

Site coordinators and district and campus leaders will work diligently to develop relationships with the community to garner support for the program. They will also work to find new partners to collaborate on the LISD ACE Program.

Each ACE Center will be encouraged to use strategies that maximize information dissemination to parents and community members in a manner that is easy to use, low/no-cost and provides constant updates on activities, events and achievements of the students and the program. Focus group data indicates that many targeted parents use Facebook as a platform for social media. Stakeholders will create district or campus-level Facebook pages to provide ongoing awareness about the ACE Programs and benefits.

Finally, per state and federal guidelines, the annual evaluation will be posted on Lockhart ISD District website, with a project summary in English and in Spanish highlighting the results of the external evaluation and recommendations for improvement.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over 16 years ago, Lockhart ISD had a 21st CCLC program administered by the U.S. Department of Education that was successfully implemented. Executive Director of Innovative Programs, Monica Guillory, and Director of Community Education Programs, Karla Tate, have worked diligently to understand all grant requirements and expectations in an effort to ensure successful management, implementation and requirements of the grant. Through many conversations with a number of previously successful 21st Century Project Directors, who continue to write and manage this grant program, they have gone through all requirements of the application process including the budget components and how to successfully run a district ACE program. With technology and support from ESC 13 staff, we know that we have put together a successful LISD 21st Century ACE Program. Along with the two LISD directors and the ESC 13 staff, there have been ongoing dialogues with the LISD Chief Financial Officer who has a proven track record of maintaining a flawless finance department. The LISD Superintendent, Deputy Superintendent, two Assistant Superintendents, all other district directors, and campus principals have discussed the components of the grant process. There have been specific meetings held in which concerns and questions were raised and discussed. Through attendance in a webinar on the grant process and meetings with the ESC 13 staff, answers were given and directional next steps were created. While the current staff has not facilitated a 21st Century grant, we have tapped expertise from neighboring districts to set up an effective management plan. We plan to continue our collaborative consulting with ESC 13, which we know has facilitated many successful 21st Century grant cycles. In addition, we are very proud of our newly formed, innovative partnership with Austin Community College (ACC). ACC has also worked in partnership with many other school districts in implementing successful programs. There are several components that we have already established in an effort to ensure successful implementation of this grant program in LISD. They include the following: Constant communication with all involved parties via text messages, email messages, telephone calls, webinar and Skype participation, as well as in person to discuss planning and emergent issues/Collaborative meetings with all district and campus level staff and a community task force/Weekly communication and updates with and for the Superintendent and her Cabinet Team/Professional Development for Project Director, Site Coordinators, and Family Engagement Specialist with collaboration Executive Director of Innovative Programs and Director of Community Education/Ensuring fidelity to all grant requirements and attention to components of the program evaluation components/Fidelity to all established timelines and data collection/Regular distribution of information on the LISD 21st Century ACE Program to all LISD stakeholders-Community, staff, parents, businesses, and students; Continued use of tangible student data on assessments as well as continued evaluation of program effectiveness, student gains in all established goal areas, i.e. increased academic achievement, increased attendance, decreased discipline issues, increased completion and promotion rates, and increased parent and community involvement. LISD 21st Century ACE Program staff will participate in numerous professional development opportunities specifically focused on areas of desired improvement. For the 2014-2015 school year, Lockhart ISD Met Standard under the Texas Education Agency State Accountability System; however, there are many concerns. According to the 2014-2015 state accountability data for Lockhart ISD: Students scored below state averages in every area, including math, science, reading, writing, and social studies/LISD students also scored below state averages on End-Of-Course Exams on English I, Biology, and United States History/For English as a Second Language students, LISD averages were below state averages in reading, writing, science, and social studies/LISD has been specifically targeted as a district in need of interventions in the area of special education student performance in all areas. Program staff will participate in professional development opportunities that will specifically target these needs. Additional training to most effectively implement instruction on supplemental TEKS Resource System materials will be at the forefront of district efforts. It is imperative teachers have a wealth of quality materials and realistic direction on how to best serve the participating students. It is crucial that all activities are directly related and complement the TEKS and lessons that students are participating in throughout the course of their daily classroom instruction. It is certain that ESC 13 will be the primary source of this professional development. Special Ed and ESL will be two areas of focus, and we will constantly monitor, analyze and make changes as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name:**
Lockhart High School M.L. Cisneros Freshman Campus

9 digit campus ID# 028-902-004 **Distance to Fiscal Agent (Miles)** 1 mile

Grade Levels to be served (PK-12)
9th Grade

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	85
Number of Adults (parent/ legal guardians only) to be served:	85

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Lockhart Junior High School			
9 digit Campus ID #	028-902-045			
District Name (if different)				
Distance to Center	1 mile			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name:**
Lockhart Junior Highh School

9 digit campus ID# 028-902-045 **Distance to Fiscal Agent (Miles)** 1 mile

Grade Levels to be served (PK-12) 6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	152
Number of Adults (parent/ legal guardians only) to be served:	152

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Bluebonnet Elementary School	Clear Fork Elementary School	Navarro Elementary School	Plum Creek Elementary School
9 digit Campus ID #	028-902-105	028-902-101	028-902-103	028-902-104
District Name (if different)				
Distance to Center	1 mile	1 mile	1 mile	1 mile

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County-district number or vendor ID: 028-902		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Clear Fork Elementary School		
9 digit campus ID#	028-902-101	Distance to Fiscal Agent (Miles)	1 mile
Grade Levels to be served (PK-12)	Kindergarten-5 th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		150	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Carver Kindergaretn		
9 digit Campus ID #	028-902-102		
District Name (if different)			
Distance to Center	1 mile		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Navarro Elementary School		
9 digit campus ID#	028-902-103	Distance to Fiscal Agent (Miles)	1 mile
Grade Levels to be served (PK-12)	Kindergarten-5 th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		156	
Number of Adults (parent/ legal guardians only) to be served:		156	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Carver Kindergarten		
9 digit Campus ID #	028-902		
District Name (if different)			
Distance to Center	1 mile		

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: Plum Creek Elementary School		
9 digit campus ID#	028-902-104	Distance to Fiscal Agent (Miles)	1 mile
Grade Levels to be served (PK-12)	Kindergarten-5 th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		175	
Number of Adults (parent/ legal guardians only) to be served:		175	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Carver Kindergarten		
9 digit Campus ID #	028-902-102		
District Name (if different)			
Distance to Center	1 mile		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name: Bluebonnet Elementary School		
9 digit campus ID#	028-902-105	Distance to Fiscal Agent (Miles)	1 mile
Grade Levels to be served (PK-12)	Kindergarten-5 th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		150	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Carver Kindergarten		
9 digit Campus ID #	028-902-102		
District Name (if different)			
Distance to Center	1 mile		

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 028-902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028—902

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LISD ACE Program seeks to serve a total of 868 students and the same number of parent or guardian family members at six district centers. These numbers were decided upon after campus administrators looked carefully at "at-risk" students on their campus who have not met standards in their academics, have significant behavioral issues, or attendance concerns. These students will be expected to be regular, 45-day per year, attendees. The numbers were analyzed by the Executive Director of Innovative Programs and the Director of Community Education with collaborative technical support advice from our ESC 13 partners. Special consideration was given to ensure that LISD ACE programs would work in accordance with the low, student-teacher ratios, to ensure maximum effectiveness.

The ACE Programs will combine with school and district practices seamlessly. All components and activities of the program will be connected to the same TEKS and objectives that are covered during the school day, using supplemental curriculum materials from TEKS Resource System, as well as the same supports, such as Restorative Discipline for classroom management, and SIOP method to ensure understanding for ELL students.

Site Coordinators will attend Student Support Team and RtI meetings on their respective campuses to ensure knowledge of students as individuals in the ACE program. It is imperative that all lessons are specifically designed in a way that benefits the students who attend.

Recruitment: LISD ACE will target Tier II and Tier III students in academics, behavior, and attendance. LISD ACE program campuses are eligible for school-wide programs under section 1114. LISD will **recruit selected students in a number of ways:** Letters sent home to families, home visits, phone calls, meetings, and printed flyers. LISD will work to encourage family members and students identified as being highly at-risk of academic failure. The LISD ACE program targets students in need of the most academic assistance and will begin **September 6, 2016**. Locally developed benchmarks, 9-week grades, and STAAR/EOC scores will be used as the methods of determining target student selection. Upon funding, flyers will be distributed in English and in Spanish. LISD ACE Program staff and counselors will work to:

- 1) Receive permission from parents for students to participate
- 2) Document the parents' responses
- 3) Receive the authorization from parents to track test scores, grades, absenteeism records and disciplinary logs
- 4) Document the parent/guardians understanding and commitment to participating in the family literacy and educational activities required
- 5) Gather information on whether or not parents will volunteer to assist in the program

Retention: Research shows that students who face academic challenges must have consistent attendance over time to have the best possible outcomes. They are in need of a positive, supportive, safe, caring, and age-appropriate environment with quality, certified teachers (Foundations.org, 2012). It will be imperative participants feel welcome and valued and that staff work to build meaningful relationships with students and their parents. Celebrating accomplishments, no matter how small, is important to the success of participating students, as well as their parents, adult learners, and is incorporated into this program design. Research-based, proven effective, retention strategies will be implemented to ensure that students stay in the program long enough to see growth and achieve academic success. **LISD ACE Programs will focus on these factors to ensure student retention:** Safe, comfortable learning environment, providing appropriate support services (counseling, nurse, etc.) to reduce barriers in participation, implement effective instructional strategies that work, acknowledge social-emotional learning and well-being, recognize the learner's accomplishments and academic growth, and implement student voice in decisions. Students will be provided transportation daily. In addition, students and families will learn about all the available resources in our community.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director of Innovative Programs and the Director of Community Education met with district and campus administrators to review required components of the 21st Century ACE Program and the guidelines of having evidence-based practices within the LISD ACE Program. The administrative team went on to discuss items that were concerning the Community Advisory Council and how best to address them. The leaders then went on to put together Logic Plans that most effectively include activities and lessons targeting the needs assessment results, the district and campus goals. Each campus will offer fifteen hours of before and after-school programming during the school year. The school year will have a minimum of 36 full weeks of activities and the summer will have six weeks, for a total of 42 weeks. LISD ACE campuses will have the following schedule:

Fall/Spring: (September 6, 2016 to December 16, 2016 and January 4, 2017 to June 2, 2017): Teaching staff will report to work one week before the start of each semester in order to complete training, professional development, lesson and curriculum planning.

Before School: Before school programs will begin one hour before school starts each weekday. This will be a great safe learning opportunity for students whose parents need to drop them off earlier in an effort to get to work. Students will work on completing homework assignments and have opportunities to utilize the library and the computer lab. This program typically runs from 7:00 am to 8:00 am but may vary by participating campuses. The ratio of teachers to students will be one to fifteen.

After School: The LISD ACE program will run from approximately 3:15 pm to 5:15 pm each Monday-Friday, plus later evening hours to accommodate adult and family education program. The teacher-student ratio will be 1:10 or less for intensive tutoring and 1:15 for enrichment activities.

Summer Program (June 5, 2017 – July 14, 2017):

The LISD Summer ACE Program will run Monday through Friday for six weeks, for four hours per day, from 8:00 am to 12:00 pm. The sessions will focus on tutorials and academic lessons, allowing time for hands-on, tangible-filled labs and lessons that create memorable opportunities for the students in most need of academic support. Students will have the opportunity to receive instruction utilizing computer technology with intensive interventions. There will also be goal-targeted engagement opportunities. Free breakfasts and lunches will be provided at all ACE campuses. The teacher ratio will be 1:10 or less for intensive tutoring and 1:15 for enrichment activities.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every LISD ACE Center will follow the same safety guidelines that LISD campuses must adhere to each day. The same Emergency Operations plans will be implemented. There will be safety drills practiced monthly in the same manner as well. LISD constantly consults with the Texas State University School Safety Office to ensure best practices in school safety. The Site Coordinators will review safety protocols with all ACE Center personnel and each staff member will sign saying that they understand expectations. The Project Director and Site Coordinator will have all procedures ready to print for parents and community members who request a copy.

Parents and guardians will sign students out of the program in the same way they would if it were during the normal school day. The parent or guardian must be listed on the student's emergency card, and must be able to provide identification at the time that they wish to sign a student out. ACE personnel will be at a designated location at each center and will have copies of each students' emergency card. This is the location that parents must visit when signing a student out.

Students who ride bikes, walk, or ride the bus home will be signed out by the Site Coordinator or their designee at the end of the day's program. Documentation of students' attendance, including absence reports, tardies, or pickup information will be kept for reporting purposes. These forms will be in a LISD ACE Campus Google Documents folder and can be accessed by the Project Director, Family Engagement Specialist, External Evaluator and designated district and campus leaders at any point.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lockhart is very limited in taxpayer dollars, as we are in fact the poorest of all central Texas counties. In addition to Lockhart proper, Lockhart ISD serves the outlying communities of Fentress, McMahan, Lytton Springs, Dale, Maxwell, Martindale, and Delhi. It has been quite difficult to ensure that each student receives as much instruction as he or she needs to master state and College and Career Readiness Standards requirements as many of our students are coded "at-risk" and struggle to meet state mandated minimum standards.

As LISD began the process of writing this grant, the administrative team conducted a comprehensive and systematic needs assessment based on district data. LISD hosted several meetings of district administrators and campus building administrators, teachers, community members, and parents. Many stakeholders raised concerns about the fact that opportunities in Lockhart are very limited based on community and family economic standings, with an illuminated concern of the lack of availability of extra-curricular activities and cost for participation. Research shows that when students do not have a connection to additional activities in the school environment they become unengaged and start to fall behind in their academics. Once they fall behind, unless there is much focused, targeted interventions, it is very difficult to help a student to regain their academic level.

The components of the LISD ACE Program will give students extended opportunities to interact in a positive way with their academics through innovative and fun lessons. Students will receive the added benefit of counseling that will help them to learn ways to deal with social-emotional issues and to help build their confidence and self-esteem. LISD will communicate and collaborate with the Caldwell County Juvenile Probation Center to let them know of the programs and enlist their help in motivating students who are on probation to attend. The LISD Truancy Officer will be enlisted to assist in parent contacts when and if necessary if a student begins to struggle with their attendance. LISD CIS facilitators will assist in ensuring that students who are targeted actually attend. Hays-Caldwell Council on Alcohol and Drug Abuse Prevention will also continue to work with targeted students in the same way that they do during the normal school day. LISD counselors will work with students who are in danger of being retained or not acquiring the number of credits they are in need of.

LISD will work in accordance with dropout prevention best practices, such as small group instructional opportunities, utilizing the Restorative Discipline model of classroom discipline consistently, as well use of the SIOP Instructional Model which is a proven method of effectively working with ELL students. In addition, LISD will implement TEKS Resource System, which is scientifically-based and written in accordance with best practice, as curriculum in the ACE program, just as it is during the school day. Instruction will be targeted at the objectives necessary to meet and surpass those of STAAR/EOC exams.

Meeting all Principles of Effectiveness, LISD will continue to work with CIS to ensure high quality academic enrichment activities that support and are aligned with the mastery of the Texas Essential Knowledge and Skills and are aligned with the school day curriculum, which will help students meet the state and local student academic achievement standards. All participants will be encouraged to attend the full, comprehensive program, especially since the activities and adopted practices support regular, sustained participation in order to show maximum academic gains. Efforts will be made throughout the program to ensure that everything from curriculum, to discipline, attendance, counseling, and preventive education programs are all executed in the same manner they are during the regular school day at the campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD ACE will continue to ensure that activities are based upon an assessment of student objective data regarding the academic needs that exists; established set of goals and performance measures focused at the availability of high quality academic enrichment opportunities; and scientifically-based measures that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

LISD ACE programs will utilize a system of determining student academic need and growth that are aligned to the TEKS, as well as the state accountability Index 1: Student Achievement, Index 2: Student Growth, Index 3: Closing the Performance Gaps, and Index 4: Postsecondary Readiness. This includes a process that will allow each student's academic strengths and weaknesses to be determined and then use specific IT-based programs to meet each student's needs (Cronin, Dahlin, Durant, & Xiang 2010). This system allows the LISD ACE programs to provide instruction to students in a manner that extends, but connects to, the regular day.

LISD intensive instruction programs will be supervised by qualified teachers and staff in ratios of 1:10 to 1:8. Small-group instruction will be designed to provide intervention and accelerated learning for students who are at risk of academic failure. Strategies and activities will be modified and adapted as needed to accommodate individual student needs when it is necessary. All four of the LISD elementary campuses are targeted as they all have areas in which their performance lags behind that of the state. Research shows that students learn best from ages three through thirteen. It is crucial that LISD implement the most strategic and profound programs to reach students as soon as there is a reasonable concern in any of the identification areas that have been specified. Throughout the ACE program, Site Coordinators will be working with students to gain insight on additional activities that students would like to see implemented.

In addition to the use of supplemental TEKS Resource System components being implemented in the areas of reading, writing, math, science, and social studies, the LISD ACE Program will implement fun, hands-on writing and reading experiences. Programs such as Badgerdog, Spoken Word, and Recording Studio will encourage students to think about literacy in a different way and provide intriguing avenues of getting students excited. Hands-on outdoor education activities will bring math and science to life through teambuilding and real-world opportunities.

It will be the collaborative job of the Project Director, Site Coordinators, and Family Engagement Specialist to truly get to know students, families, and the community in ways that will help in personalizing the ACE programs into exciting ones that are focused on maintaining the interests of students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lockhart ISD truly understands the important role that all parents should play in the education of their children. Regardless of race, ethnicity, income, language, education level, or age, all parents should feel welcome to enter their child's school ready to partner with the school personnel at any given time! School officials and staff should understand from the beginning that it is also their job to pursue parents and engage them into the education process. With the hiring of the LISD ACE Family Engagement Specialist, we will gain a full time staff member who will seek out the parents of our most needy students. Longtime educator, Michael Farris states, "There are two-and only two-keys to educational success: hard work & parental involvement." The Family Engagement Specialist will work closely with the Project Director to ensure that all family engagement goals and activity are in alignment with those that were set with the Advisory Council of stakeholders, as well as in accordance with the ACE Blueprints. The Specialist will work closely with our ACC partners to plan, notify, publicize, and facilitate valuable opportunities for parents. The Specialist will also be responsible for communicating with WorkForce Solutions, Communities in Schools, the public library, the Hays-Caldwell Council on Alcohol and Drug Abuse Prevention and all other entities that we partner with in Lockhart ISD. The Specialist will also work with Parent Teacher Organizations (PTOs) as well as Site Coordinators to ensure attention to specific issues on particular campuses. This person will also conduct home visits and work to learn of any crucial needs families have and work with relevant organizations. The Specialist will work diligently to encourage parents to continue their own educational process in an effort to better assist their own children to be successful. Field trip opportunities to educational sites will also be planned and coordinated. Frequent reports will be made to all other administrative personnel, as well as the Advisory Council in an effort to continuously receive feedback to improve the program. Meticulous records on participation will be kept, maintained, and reported. The Family Engagement Specialist will be housed at the Community Education Center.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, the Site Coordinators and the FES will meet regularly from the moment they are all hired. They will work with the Executive Director of Innovative Programs, the Director of Community Education, and the Deputy Superintendent of Curriculum and Instruction to align plans for successful execution of the LISD ACE Program. They will also work with campus administrative teams to target the students who are most in need of participating in receiving additional instruction. Permission forms will be created and distributed to students in order to receive parent permission. Extra duty teachers will be hired and plans that target specific areas needing instructional time will be created. This process will be communicated to the community and parents. The FES will create materials based on the PRIME Blueprint for Texas ACE Materials in order to speak from and present to parents and community. Flyers will be distributed not only to students, but also to all local businesses, churches, and to the Chamber of Commerce in an effort to gain maximum support for the program. Stores, churches, and restaurants in outlying areas will receive posters to hang up as well. We will reach out to the local *Lockhart Post Register* to publish ads and an article that explains the purpose of the program. In addition, information will be posted on all campus and district websites, Facebook pages, Community Facebook pages, and Twitter feed. The automated dialer/text message system will also distribute information in the parents preferred method. All information will be reported in both English and in Spanish. There will also be parent meetings for all parents of students who are encouraged to attend the ACE program. Oftentimes, staff from our partner, ACC, will attend and facilitate parent engagement activities. Snacks will be provided and as an attempt to always place literacy at the forefront of every activity we do, some sort of literacy activity will be modeled and discussed. Materials will be given to families to take home to use with their children.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 028-902

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lockhart ISD is well aware of the crucial role that parents play in successfully educating their children. It is critical that parents learn to work as partners with schools, administration, teachers, and counselors to ensure students receive every advantage. Jane Hull states, "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." Students tend to be more active and excited about going to and participating in school and school activities when they know that their parents not only approve, but are present in their educational process. The 21st Century ACE Program will allow LISD to employ a Family Engagement Specialist to target the parents of some of our students who are most in need of assistance. The person in the role will work diligently in learning every struggle of Lockhart ISD in an effort to effectively target the needed areas. This person will work directly with the Project Director, who in turn will be directly in touch with the Superintendent, Deputy Superintendent of Curriculum and Instruction, the executive directors, directors, campus administrators, and the six site coordinators. At the center of every effort will be student data and the needs assessment that was conducted, with respect to the input of the Advisory Council. This person will work diligently to publicize every aspect of the program in an effort to ensure the entire community is aware of the components of this program and the need for identified students and families to participate.

Through the collaborative partnership with the Austin Community College (ACC), the Family Engagement Specialist will work to create and plan best practice modeling sessions for parents on how to best help their students with literacy and comprehension activities. Interns from ACC working on their Alternative Teacher Certification will come to Lockhart and partner with LISD ACE staff to facilitate these literacy evenings. All parents who participate will learn techniques to assist their children, receive reading material to take home, along with packets of educational materials ready to complete with their children. Special attention will be paid to families who speak primarily Spanish, and materials will be provided in their native language. Some of these events will take place at LISD campuses, while some will take place in outlying communities in an effort to provide maximum opportunity for parents to attend. Snacks will also be provided. We are also excited to provide educational opportunities to families on ACC certification and trade programs that are truly economically affordable as well as quick to complete and become licensed. Guest speakers and instructors will come from ACC to speak to parents in their native languages to explain processes, as well as bring hands-on activities for parents. Some of the trade programs at ACC will bring out pieces of machinery or other display items to gain the interests of parents. We will also be bringing in support from the Workforce Solutions office.

Family Engagement opportunities will continue to include Parent Education classes which LISD already does that help parents to gain relationship strategies to maintain close relationships with their children. Parent Education classes are held in collaboration with the Hays-Caldwell Council on Alcohol and Drug Abuse Prevention and are bilingual. These classes will also target relevant topics that may become issues within the Lockhart community. Recently Lockhart has had major issues with students ingesting K2, or synthetic marijuana and becoming incredibly ill. In addition, Lockhart has seen a rash of situations involving 5th grade students bringing marijuana to campus. These classes are held year round on the first Thursday of the month and have been open to every parent of LISD students. Communities in Schools (CIS) is an additional partner that LISD is excited to continue our ongoing partnership with. CIS is always there to assist in speaking with parents about how to create meaningful, effective relationships with children through conversations and respect...even when the topics young people face are difficult. In addition, Lockhart will continue to maintain our ongoing relationship on literacy with the public library, who often host events for Lockhart ISD students. The Lockhart ISD Community Education Department will continue and hope to expand our current parent GED and ESL courses which are taught throughout weekday evenings. We will continue to maintain and build upon the Latino Family Literacy Project events that are currently housed at nearly every one of our elementary school campuses. Under the House Bill 5 Act we will work diligently to ensure that every parent has an understanding of Career Pathways and how to effectively select the best ones with their students. We will conduct frequent parent surveys and will reference the PRIME Blueprint materials. We vow to always work to ensure that parents are well aware of how to access every available resource that can help their family! Educational field trips will frequently be taken.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 028-902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 028-902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 028-902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 028-902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Community meetings in outlying areas of community	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Field trips to post-secondary facilities			
Z99	Bringing in parents to facilitate lessons, ie. cultural activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 028-902		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input checked="" type="checkbox"/> Other Hand delivered letter
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): ~75		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: